

NSW Department of Education

South Grafton High School

Behaviour Support and Management Plan

Overview

South Grafton High School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice (Real Schools)
- Positive Behaviour for Learning (PBL)
- Additional programs as part of the Care Continuum

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

South Grafton High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

South Grafton High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

South Grafton High School has the following school-wide expectations and rules:

Responsibility, personal best and respect

Responsibility	Personal Best	Respect
Right place, right time	Bring the required equipment	Use school language
Phones off and away	Work to your personal best	Follow teacher instructions
Be prepared and on task	Be ready to learn	Be kind and value others
Wear correct uniform	Challenge yourself	Accept differences

Behaviour code for students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	PBL	A broad range of systematic and individualised strategies for achieving social and learning outcomes, while preventing problematic behaviour.	Staff, PBL team, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	ROAR Peer Support Program	Our student-led ROAR program builds resilience by fostering strong relationships and equipping year 7 students with the skills to navigate life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention / Early intervention	Stymie	An online platform which provides a safe mechanism for student to report issues that are concerning them and reach out for help on behalf of their peers or someone else.	Students 7-12
Prevention / Early intervention	teen Mental Health First Aid	Teaching students how to provide initial peer to peer support to a friend or classmate who may be experiencing a mental health problem or crisis	Year 10-11
Prevention / Early intervention	Rock and Water	This program decreases bullying and depressive feelings and increases self-esteem and self-regulation and social acceptance.	Students 7-10
Prevention / Early intervention	Youth Aware of Mental Health (YAM)	A school based mental health promotion and suicide prevention program .	Year 10
Prevention / Early intervention	School Chaplain	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families

Targeted / individual intervention	Wellbeing Health Inreach Nurse (WHIN)	The WHIN works to support students and families that require assistance on a wide range of health and wellbeing issues.	Staff, individual students 7-12, families
Targeted intervention	Clontarf Foundation	Support for Aboriginal boys in education, discipline, life skills, self-esteem and employment prospects	Aboriginal boys 7-12, Clontarf Mentors and families
Targeted intervention	Stars Foundation	To support and enable Aboriginal girls and young women to make active choices towards realising their full potential in development and wellbeing.	Aboriginal girls 7-12, Stars Mentors and families
Targeted intervention	Transition Learning Centre (TLC)	Provides individualised support in an alternative learning environment for students with additional needs.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, Junior AECG and ROAR peer mentors.	Students 7-12
Targeted intervention	PCYC Perfect Presence	Early intervention program targeting students at risk of disengaging from school and their learning.	Students 7-9
Targeted intervention	RAGE program	An emotional regulation program to help students express anger and other emotions in healthy ways.	Students 7-10
Targeted intervention	New School of Arts Youth In-Reach	Advocating for and supporting students in need to help them achieve their goals.	Students 7-12
Individual intervention	Staying On-Track	Year 12 student-teacher mentoring program designed to support student wellbeing during their final year of high school.	Year 12 students
Individual intervention	Daily achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12, Deputy Principal
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, HT Administration and Deputy Principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

South Grafton High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction

- stay in at break to discuss/complete work/walk with teacher
- conference
- reflection and restorative practices
- communication with parent/carer

South Grafton High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive as soon as possible and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive affective language, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, affective language, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. CT/HT/DP to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers e.g. CALM tokens are recorded on Behaviour / wellbeing Sentral system.</p>	<p>3. Use direct responses e.g. rule reminder, affective language, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. CT/HT/DP to record incident on Behaviour / wellbeing Sentral system and contact parent/carer by email or phone. DP/Principal may consider further action for e.g. formal caution/suspension.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are able to monitor through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Sentral system. Student awards for positive behaviour are given weekly at the school assembly.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by teachers/ HT/DP/Principal to discuss any support and behaviour responses, including referral to the LST, school counselling team, WHIN, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing Sentral system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

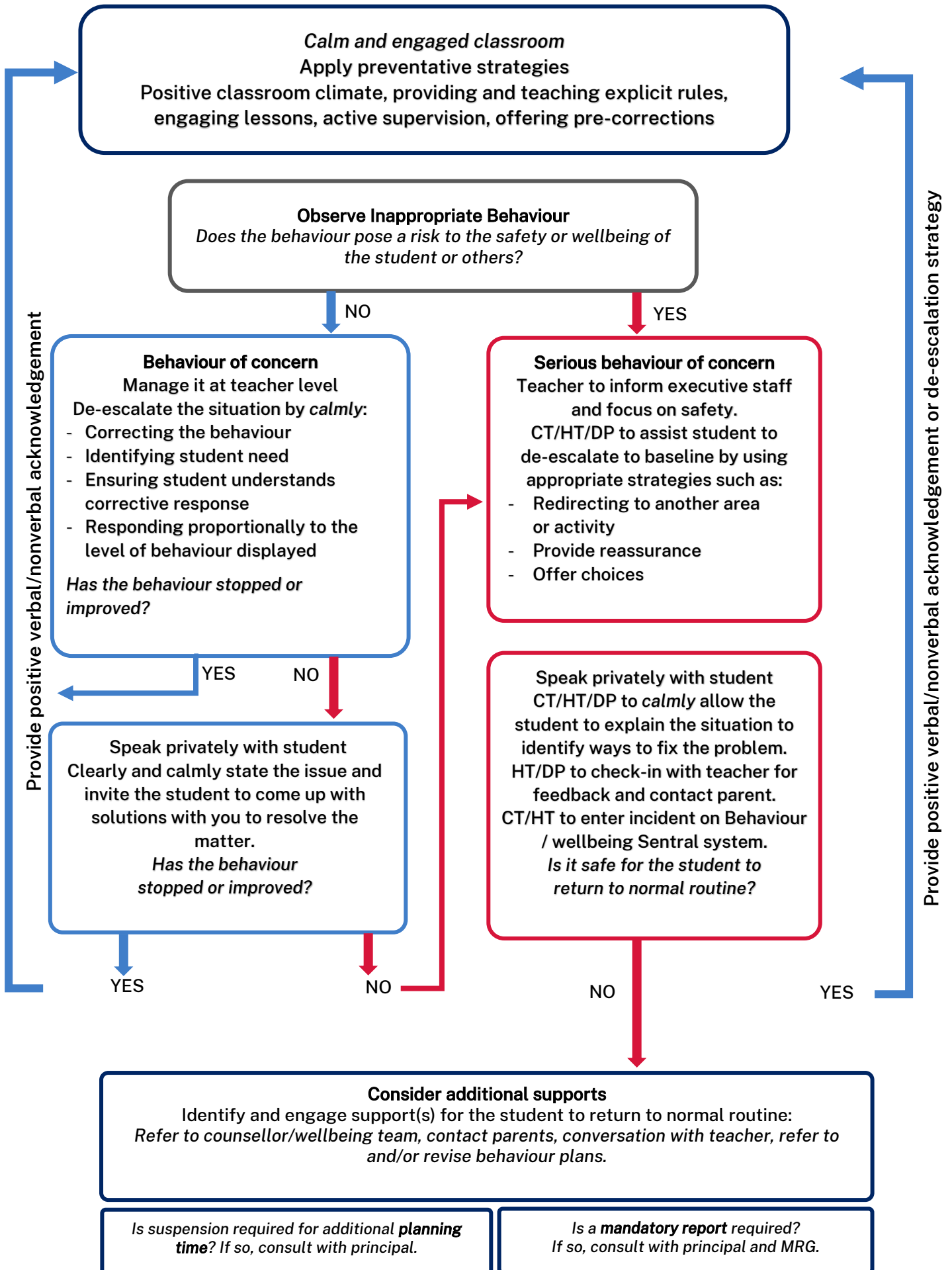
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Behaviour / wellbeing Sentral system
Restorative practice – peer mediation , circles , P3, P3, F3 or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Behaviour / wellbeing Sentral system wellbeing module

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

When a student feels like they are a victim of bullying the student/s should:

- **Communicate:** Let the person know how their actions are affecting them and ask them to stop (if they feel safe to do so)
- **Report:** Inform a staff member (e.g. teacher, Year Advisor, HT Wellbeing, SSO, DP) immediately, especially if the behaviour continues or if they feel unsafe
- **Stay safe:** Avoid taking retaliatory measures, as this can escalate the situation

